

EDUCATION
IN THE NETHERLANDS

BY

MARINUS M. LOURENS

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EDUCATION IN THE NETHERLANDS

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Education in the Netherlands

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EDUCATION
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Second Printing

by

MARINUS M. LOURENS

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THE HISTORY OF

THE CITY OF BOSTON

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INTRODUCTION

The development of education in the Netherlands in the last half century has been in the direction of democratization and differentiation.

Since 1901 all children must attend school until adolescence; a large increase of pupils over fourteen years in *all* educational institutions marks the twentieth century. The number of University students in 1938 was ten times as large as in 1870, and since 1915 the number of pupils in secondary schools has doubled.

The causes of this phenomenal increase are:

1. rapid increase in population
2. higher standards of living, at least until 1930
3. greater facilities of transportation—in 1937 the percentage of students at the University of Leiden, who commuted was 54%
4. accelerated migration of families from the country to the city
5. the granting of scholarships.

More extensive industrialization demanded enlargement of vocational education, intensified in those regions where handicrafts and factory production were concentrated. In the textile city of Enschede a "High School for Textile Technique" was founded in addition to the old "Factory School," opened in 1866 (and still in existence). Development of coal mining in the province of Limburg led to the organization of the Mining School at Heerlen. Large industrialists encouraged technical instruction—in the school of "Philips," manufacturers of electric bulbs at Eindhoven, its numerous employees found oppor-

tunity to prepare themselves for their tasks in the factory, while mature workers could follow evening courses. The art of the gold and silversmiths is pursued at Schoonhoven, hence a school for them was opened there. In the very center of the renowned district, where in the spring tulips, hyacinths, etc., form exquisite natural tapestry, the Government opened a horticultural school with bulb-raising as an important part of its curriculum.

Seafaring Dutchmen needed navigation and fisheries' schools; with the coming of the reign of steam, schools for marine-engineers appeared. Shipbuilding is taught from elementary to University level. A helpful, elastic school system was devised for the wandering children of the canal boats, now largely motorized.

Illiteracy has been reduced to less than one-half percent. In 1865 illiteracy among recruits in the military draft was 18%, in 1875—12%. In 1935 there was not one recruit left who could not read or write.

I. HISTORY

School education in the Netherlands dates from Charlemagne. The Norsemen destroyed churches and monasteries and the attached schools. The restoration opened anew the opportunity for learning. Until the eleventh century no other than church-schools existed under the supervision of ecclesiastical authorities. The subjects taught were a little reading, writing, singing, the Creed, the Lord's Prayer, and the Ten Commandments. The pupils were children of the aristocracy and future clerics. Beginning with the twelfth century temporal lords erected schools and acquired the right to appoint the schoolmaster, who was also church sexton. School privileges were endowed by them to towns which opened "Latin Schools." The rising bourgeoisie encouraged secular schools where practical subjects as the vernacular, letter-composition, arithmetic, bookkeeping and French were taught. The teachers became temporal educators, organizing themselves in guilds. Higher education was pursued in the Trivium and Quadrivium, as elsewhere in Western Europe.

Detrimental influences were the internal quarrels in the Low Countries and the language corruption in the Bourgundian era. The invention of movable type increased the spread of school books greatly, although block-books were in common use a long time before that. Emperor Charles V demanded regularly salaried teachers, systematic education of the poor and imposed a school tax. The Reformation and the Revolt against Spain brought, in the beginning, chaos. The Synods of Dordrecht in 1574 and 1618 insisted on Calvinistic teaching as to doctrine, but recognized the civil authority of towns, provinces and the States-General in matters temporal. The didactic work of Valcoogh of 1597 and the numerous school regulations give a

picture of primitive, unsanitary school buildings, inefficient, badly paid teachers, irregular school attendance and school books, methods and discipline, which were devoid of pedagogical insight. The famous "rooster" books taught spelling in mechanical fashion. For two centuries the rooster on the front cover of the booklets announced weary hours of recitation to the youthful minds of the Golden Age of Holland. The arithmetic of William Bartjens brought fear to their hearts and "according to the reckoning of Bartjens" has become a proverb to denote "accuracy" to modern Dutchmen who have forgotten the mathematician of the seventeenth century. After the revocation of the "Edict of Nantes" in 1685, French schools made their debut, with extended curricula.

In the eighteenth century progressing deterioration caused even thirty year old persons to lack elementary knowledge. To stem the downward course, prize essays on pedagogy were written by competitors, who plagiarized foreign authors. These essays were utilized in designing the school system of 1806.

The "Society of General Welfare" was founded in 1784. It opened better schools, published improved readers and textbooks and enlarged the educational activities among the poor. Serious educators like Wester, Niewold, Anslyn and Prinsen wrote methodical textbooks. Schneither introduced the teaching of Reading by sound, abolishing the monotonous spelling exercises.

In the Constitution of the Batavian Republic of 1798 all denominational religious instruction was barred. Education became an object of special care by the executive power. A Minister of Education (the first in Europe) was appointed, receiving the title of "Agent of National Education." The second functionary, the famous Prof. J. H. van der Palm, brought out a report, deploring the bad condition of schools, the inefficiency of teachers and the financial chaos; he recommended appointment of teachers by town councils, higher

salaries paid from municipal treasuries, subsidized by the State; school supervision systematized geographically and severe examinations for teachers. Improvements were gradually realized in the school laws of 1801 and 1803. The spelling of the Dutch language was made uniform in 1804 by M. Siegenbeek; this savant published a standard dictionary in 1805.

The school law of 1806 was remarkable for the modern definition of the aim of public education: "School instruction shall be so organized that through the teaching of appropriate and useful knowledge, the mental capacities of the children will be developed and all social and Christian virtues acquired."

With small changes this is still the expressed purpose of public education today. In a few decades numerous schools were added, enough to make education universal.

The law of 1806 was promulgated by King Louis Napoleon of the makeshift "Kingdom of Holland." After its annexation to the Napoleonic empire on July 9, 1810, a reorganization was recorded in the educational "Decree of October 22, 1811." Only two universities, Leiden and Groningen were allowed; other schools were not abolished, but French was made compulsory. In 1812 all teachers had to submit to a competitive examination before reappointment.

After the restoration to independence in 1813, compulsory French was abolished and the Education Act of 1806 was also introduced in the Southern Netherlands (now Belgium). Opposition to this law was directed against the lack of freedom for private (denominational) schools. For those private schools and teachers, the approval of the municipality was paramount; this restricted their number and free development. The triumph of liberalism expressed in the Constitution of 1848, made a new Education Law necessary in 1857. Therein was embodied the liberty of education. A distinction was made between elementary and higher elementary grades; the training of teachers was improved and regular salaries guaranteed; a

pension system was introduced and many modern methods and subjects demanded.

In the Education Act of 1878 salaries and pensions were raised and the State shared educational expenses with the municipalities. Building codes were devised, examinations made stricter and continuation schools made possible. By further revision in 1889 the possibility was created that private schools would enjoy subsidies from the State.

Compulsory Education

Compulsory Education was regulated by the Act of July 7, 1900. It covers only *elementary* instruction. After a child has reached the age of seven, its parents or guardians *must* send it to school for seven consecutive years; their responsibility ceases after the child has completed its 13th year *and* the school term.

Exemptions are granted to the crews of canal boats and inhabitants of house wagons (peddlers). If a canal boat is longer than eight days in the same harbor, attendance is required; the moment the boat moves, exemptions become valid. Exemptions are also made to all children who are unfit to follow ordinary instruction. All schooling designed for such children is *not* subject to this act.

If no school is available within a radius of four kilometer (about $2\frac{1}{2}$ miles) or parents or guardians conscientiously object to a school within that distance, exemption is granted. Inspectors may give leave of school for a maximum of two weeks to help at agriculture, horticulture or cattle raising.

Breaking this law is punished by fine; if parents are guilty of repetition of infringement imprisonment may follow.

In 1905 the State began to contribute pensions to teachers in private schools and made the erection of many more such schools possible. Since that year the number of private schools

has steadily increased, that of public schools considerably decreased.

The Constitution of 1917 recognized the *complete* equality of public and private education. This principle is the foundation of the present Education Act of October 9, 1920, amended as to details a score of times. In this law is recognized the privilege of parents to determine in which spiritual direction their children shall be educated; the overwhelming majority of the Dutch people consider this their democratic right. The practical results are: (1) the private (denominational) schools have a mixed population, while the teaching staff must share the religious convictions of the school board. (2) The public school is more general in its cultural aims, and does not neglect the traditional tolerant world view, so ingrained in the character of the Dutch.

The character and spiritual direction of Public Secondary and Higher Education has been determined less by legal precept and more by tradition.

Secondary Education before 1863 was given in the "French" schools, which were almost exclusively *private* institutions. The city of Amsterdam maintained from 1846 to 1867 an "Institute for Commerce and Industry" and the city of Utrecht a "Technical School" from 1850 to 1866. The "Latin Schools" especially prepared for university studies. In 1863 the Secondary Education Law caused a complete reorganization in the secondary school system.

The first University in the Netherlands was Leiden, founded in 1575. After the heroic defense and relief of this city in 1574, it was decided to open a theological school for future ministers of the Dutch Reformed Church. Through the generosity of various government bodies, it was made possible to add other departments. During more than three and a half centuries it has upheld a reputation for high scholarship and liberality of outlook. The University of Groningen was opened

in 1614 and the one in Utrecht in 1638. Although less known internationally, their standards are not lower. Utrecht has long been the center of orthodox theology and Groningen of more modernistic tendencies. The most progressive is the municipal University of Amsterdam, with the largest student body of all. It was founded in 1632 as an "Athenaeum" (a college of the humanities). The famous Vossius made the inaugural oration. In 1877 it was given the rank of "University" with all the legal rights. Two Universities belong to history: Franeker and Harderwijk.

The University of Franeker was founded in 1585. The purpose was the same as in Leiden: to train ministers. Free meals were, in the beginning, furnished to 60 students. There were five departments: Theology, Jurisprudence, Medicine, Science and Philosophy and Literature. Napoleon abolished the University in 1812, but it was reopened in 1815 as an "Athenaeum," which was closed permanently for lack of students in 1843. It is now an insane asylum.

The "Academy" of Harderwijk was founded as a provincial institution in 1647. It was never very well attended and in 1675 it was closed. Willem III of Orange revived it in 1692. Famous students were Linnaeus and Boerhaave. The little tower in which Linnaeus studied and part of his botanical garden is still shown to the tourists.

The Academy was abolished by Napoleon in 1812, restored in 1815, but had to be closed permanently in 1818 from lack of interest.

Government and Education

The Constitution demands that education be the object of continuous care by the Government.

Public education must be given with deference for everyone's religious convictions.

Private education must furnish the same *range* of instruction and that of the same *quality* as public education. If this condition is met, private schools receive the same financial support as public ones.

Subsidies to private secondary schools are regulated by statute.

The Queen reports yearly to Parliament the status of education in the Kingdom.

Statutes—The educational laws of the Netherlands are:

1. Statute of October 9, 1920, regulating elementary education.
2. Statute of May 2, 1863, regulating secondary education.
3. Statute of April 28, 1876, regulating higher education.
4. Statute of October 4, 1919, regulating vocational education.
5. Statute of July 7, 1900, regulating compulsory education.

Each of these statutes has been amended as to details.

A Council of Education, of at least 15 members, gives advice to the Minister of Education. It is divided in four sections: (a) for higher, (b) for secondary, (c) for elementary and infant schools and (d) for vocational education. Chairman and members are appointed and discharged by the Queen, as is a salaried secretary. One-third of the members and the secretary resign every five years and may be reappointed at once. Expenses for travel, hotel and office maintenance are reimbursed to the secretary and members who also receive an attendance fee.

II. ELEMENTARY EDUCATION

Elementary Education is public or private. Public education is provided by the municipalities, which must give proficient instruction in a sufficient number of schools. Pupils are admitted without religious discrimination. Contiguous municipalities may organize one common school or regulate the transfer of pupils from one municipality to another. Private education may be provided by a corporate body.

All elementary education is divided in "home" and "school" instruction. Home instruction is given to the children of not more than three families, in the home of the head of one of the families. School instruction is all other instruction, even if this teaching is done in homes for the poor and other charitable and eleemosynary institutions.

Public elementary education is given in elementary, continuation, higher elementary and special schools.

The subjects taught in all elementary schools, public or private are:

- a. Reading
- b. Writing
- c. Arithmetic
- d. Dutch language; if a local dialect is in every day use, some instruction in that dialect may be included.
- e. History of the Netherlands; the most elementary knowledge of the Civics of the Municipality, the Province and the State is included.
- f. Geography
- g. Nature Study, elementary Physics and Hygiene included
- h. Vocal Music
- i. Elementary Drawing

- j. Calisthenics
- k. Plain Needlework for girls.

The following selectives may be added:

- l. French
- m. German
- n. English
- o. Mathematics
- p. Commercial subjects
- q. General History
- r. Manual training
- s. Agriculture
- t. Horticulture
- u. Fancy Needlework for girls
- v. The duration of the course is seven years; the curriculum comprises the subjects a—k for the first six years, to which may be added manual training. In the seventh and possible following years, one or more selectives from l to u may be taught.

Continuation Schools—give instruction for at least two years to those who have left elementary school and are no longer subject to the law of compulsory education.

Higher Elementary Schools—give for at least three consecutive years instruction in the subjects a to k and at least in three of the subjects under l to p. In addition one or more subjects may be selected from q to u. The lesson schedule for this type of school is as follows:

<i>Year</i>	<i>Subjects</i>	<i>Hours per week</i>
First	a—k	at least 14
First	l—p	at least 8, combined
Second and Third	a—k	at least 10, but not more than 10 for k.
Second and Third	l—p	at least 2 for each

Admission to these schools is by school examination or for

bright pupils through certification by headmaster and teachers of the elementary school. One school type in this division is called in Dutch: "*Meer Uitgebreid Lager Onderwijs*"—"Mulo" for short, and has enjoyed great popularity among all classes.

Special Elementary Schools—give instruction to deaf mutes, the blind, feeble-minded, hard of hearing, bodily deficient and psychopaths. All teachers must possess a teacher's diploma. Special certificates for the instruction to deaf mates, the blind, and psychopaths, may be obtained in addition.

Teachers

The Principal of an elementary school must be at least 26 years of age and must have three years experience as a teacher. He is assisted by a number of teachers, according to the following table:

<i>Number of Pupils</i>	<i>Number of Teachers</i>
41	1
81	2
131	3
186	4

For each 50 pupils above the 186, *one* more teacher is added.

The Principal of a higher elementary school is assisted by one teacher if the number of pupils reaches 31. For each 30 additional pupils *one* more teacher is appointed.

Every teacher must obtain from the Burgomaster of the municipality, wherein he has resided for two years previous to his appointment, a "Certificate of good moral conduct." Appointments are made by the Municipal Council on a recommendation submitted by Burgomaster and Aldermen, after receiving advice from the Inspector of Elementary Schools. If Inspector and municipal authorities disagree, a competitive examination is held and the ablest candidate appointed.

Penalties for teachers may take the form of warning, sus-

pension and dismissal by Burgomaster and Aldermen or Inspector. Suspension is for a maximum of three months with pay. This period may be extended without pay. The teacher must refrain from teaching anything derogatory to the religious convictions of others. A teacher who neglects his duties in this respect may be suspended for a year and repetition of the transgression may result in dismissal.

Teachers are dismissed on their own request on a date determined by Burgomaster and Aldermen. A lady teacher who marries is dismissed on that ground.

Teachers may not engage in any commerce or profession, except that of teaching. They may not allow any trade to be carried on in their home. If they are elected to Parliament, they become "non-active."

Those who are not of Netherland nationality must obtain the consent of the Queen to teach.

Training of Teachers—State Normal Schools

There are normal schools for men only, for women only, and co-educational schools. Admitted are graduates of a higher elementary school, a secondary school with a three years' course or its equivalent and those who have passed an entrance examination which, if a large number of candidates apply, may be competitive. All candidates must submit a certificate from the Burgomaster of their residence that they are free of bodily and mental deficiencies.

A State Normal School is governed by a "Director" who is assisted by "Instructors." The complete course of study is five years. An examination is held at the end of the first year to weed out pupils with less aptitude for teaching. Those who pass a test examination after the fourth year receive the title of "Candidate Teacher" and are given a gratification of 500 guilders (about \$270). Specific schools are designated by a Chief Inspector where the "Candidate Teacher" may get prac-

tical experience before classes under supervision by teachers of long standing. The curriculum is designed to give a complete knowledge of all subjects for the teachers' headmasters' diplomas.

There are also *State Training Schools*—Admission is on the same conditions as for Normal Schools. The course of study is four years and the curriculum is limited to: Dutch language, elementary speech, technique, story telling, needlework, calligraphy, geography, history, nature study, hygiene and first aid dressing and the theory of education. A similar gratification and the same opportunity for practical exercise in teaching is given as for State Normal Schools.

Private Normal Schools may be maintained by corporations. Permission to erect such a school is obtained from the Minister of Education, by submitting plans and specifications. The corporation is given considerable latitude in curricula and textbooks. The same regulations are valid as for State schools as to admission, graduation and quality of teaching staff. The State finances these schools to a large extent.

Fees for attending State and private normal and training schools are levied on the same basis: according to the income of parents or guardians.

Teachers' Examinations—A teacher's diploma is obtained after passing the final examination of any normal or training school. Anyone may submit to a State examination and, if successful, receives the same rights to teach as graduates from normal and State schools. These examinations include for teacher: Dutch, French, English, Mathematics, History, Civics, Geography, Nature Study, Psychology and Pedagogy. The knowledge must be thorough and attention is given to accurate expression of thought and methodical treatment in written as well as oral examinations.

A teacher may not submit himself to the examination for the

Headmaster's diploma unless he has at least 1½ years practical experience. This examination includes:

- (1) Individual, empirical and experimental psychology; practical pedagogy and methodology; organization and government of schools; the history of education.
- (2) Dutch grammar, including etymology and history of the language; the history of Dutch literature and an acquaintance with the most important Dutch literary products of the last five centuries.
- (3) Physical and economic geography of the Netherlands, Netherlands India, Surinam and Curacao; detailed knowledge of the geography of certain regions to be selected by the candidate; elementary astronomy.
- (4) General and Dutch history, especially of the 19th and 20th century; intimate and detailed knowledge of a period in Dutch history and its relation to world history.
- (5) Physics, some inorganic Chemistry and some Hygiene.
- (6) Mathematics.

Examination for special diplomas covering subjects taught in elementary schools are held every year. The diplomas merit advance in salaries and general standing.

School books—If parents or others file a complaint against the contents of textbooks, the Minister of Education decides as to the validity of the objection.

Finances—Each municipality meets such expenses as: teachers' salaries, erection and maintenance of school grounds, furniture, purchase of textbooks and other educational appliances, illumination, heating and cleaning, maintenance of school libraries and movies, school prizes, school lunches and baths and expenses for necessary clothes for children of the poor.

The minimum school fee is six guilders (about \$3.25) a year. All larger fees are in ratio to the incomes of the pupils'

parents. The State reimburses yearly the salaries of the principals, teachers and substitutes who are acquired by law.

School Buildings—Plans and specifications for the erection of and alterations in buildings, furniture and playgrounds must be submitted to the Inspector, who must ask the advice of an architect.

Supervision over the entire elementary system is delegated by the Minister of Education to three-Chief-Inspectors, 49 Inspectors and a large army of school supervisors, at least one for every municipality. A State architectural inspector controls the building of schools. For the whole country one Inspector for private elementary education and one for teachers' training is appointed.

Pensions are received by teachers of public and private schools on the same basis: 1/60th of the last salary received for each year served, but is never more than 2/3rd of that salary. A teacher having acquired a physical deficiency in the exercise of his legitimate duties, receives his maximum pension.

Part payment of salary may be given to teachers who are superfluous on account of declining school population or other reasons beyond their control.

Private Elementary Education—A religious or other institution or association, which constitutes a legal person may apply to the Municipal Council for the erection of a private (denominational) school. Guarantees must be given that instruction is needed for at least 50 to 125 pupils for elementary instruction or 24 to 60 pupils for higher elementary instruction. Details of the school organization must be given. On approval, the Municipality buys the ground, erects the school building and acquires the furniture and accessories. Fifteen percent of all expenses must be deposited by the corporation as a guaranty of good faith. New buildings must be occupied three months after completion. Cost of maintenance of private schools are

met by the municipalities, which collect the school fees. The State reimburses the salaries of all classes of teachers required by law.

Teachers may be suspended for one month with or without pay. A lady teacher who marries is not necessarily dismissed, but the State does not reimburse her salary to the Municipality after marriage.

Private, continuation, higher elementary and special schools are subject to the same regulations as public ones. The State or Municipalities carry the same financial responsibilities.

Elementary agricultural education is carried on in numerous country places where courses are organized in the winter season for "young people over 15 years of age." Adults may follow short agricultural and horticultural courses, all organized by municipalities and subsidized by the State.

Since 1921 farm schools give instruction once or twice a week to farm workers. The full course lasts from four to five years. The subjects taught are practical: horse-shoeing, handling horses, care of cattle, raising of poultry, sheep, goats, bees, flowers and fruit. The diploma of a teacher in agriculture and horticulture may be obtained after further study.

All over the country instruction is given to women and girls a few times a week in cooking, domestic service, hygiene, diet and value of commodities. In addition, many of the subjects mentioned above are added to the curriculum as local circumstance may dictate.

Preliminary Education to children from three years up is not legally organized. Nevertheless it is subject to government inspection as to sanitation and supervision by inspectors of elementary education. About 90% are private and 10% municipal schools. In 85% the methodology of Froebel is followed and 4% are Montessori schools.

III. SECONDARY EDUCATION

Secondary Education is furnished by:

(1) *The Gymnasium*, preparing for Higher Education with Latin and Greek in the curriculum. In each municipality of over 20,000 population such a school *must* be opened. The course is six years and the final examination opens the way to the university.

Those who have not attended a gymnasium may pass a State examination giving the same rights. The requirements are the same for both.

(2) *High Schools* which have a three- or five-year course. The latter divide courses in *A* courses which emphasize on literary, commercial and social science subjects; and *B* courses where mathematics and natural sciences receive special attention. In the three lower years, *A* and *B* courses may be combined. To be admitted an entrance examination is required to test the aptitude for secondary instruction.

(3) *The Lyceum* which combines the two lower years but superimposes two four-year courses: one with Latin and Greek, leading to classical and literary university departments and one without classical languages preparing for scientific and technical university study.

Teachers in secondary schools are called "leeraren" (instructors) as distinguished from "onderwijzers" (teachers) in elementary schools.

A University training and degree are preferred, but the right to teach may be acquired by passing an examination in the subject and receiving a diploma for: (1) Mathematics (elementary and intermediary), (2) Theoretical elementary mechanics, (3) Physics, Chemistry and Elementary Astronomy, (4) Mineral-

ogy, Botany and Zoology, (5) Higher Mathematics, (6) Higher Mechanics, (7) Dutch language and literature, (8) History, (9) Mathematical, Physical and Social Geography, (10) Economics and Statistics, (11) Civics, (12) Accounting, (13) Calligraphy, (14) A separate diploma for each modern language and its literature including Spanish, (15) Physical Culture, (16) Agriculture, (17) Horticulture, (18) Forestry, (19) Several diplomas for drawing, (20) Clay modelling and sculpture.

Curricula and Examinations

The subjects taught, prescribed by law, are: Mathematics, Theoretical and applied mechanics and technology; Physics, Chemistry and their applications; outlines in Mineralogy, Geology, Botany and Zoology; Elementary Astronomy; Civics; Economics and Statistics; Geography and History; Dutch and modern languages and literatures; Bookkeeping and Commercial subjects; Drawing and Calisthenics.

Final examinations include most of these subjects and for High Schools of five-year courses are classified "A" and "B."

"A" examinations put emphasis on commercial and literary subjects; "B" examinations on mathematics and science.

Secondary Agricultural Education is given in:

A. The Agricultural School at Groningen

Prerequisite is a three-year high-school course or graduation from a higher elementary school. Two and a half years instruction is divided in three winter and two summer semesters, culminating in an examination. If passed, a testimonial is given leading to practical work or higher studies. The subjects taught are Mathematics, Physics, Chemistry, Botany, Zoology, Dutch, Modern Languages, Geography, History, Mechanical Drawing, Soils and Soil-Improvement, Manuring, Cattle Raising, Dairying, Surveying, Agricultural Bookkeeping, Agricultural Mechanics and Agronomics.

B. *Colonial Agriculture School at Deventer*

Prerequisites and age of admission are the same. The course is three years and culminates in the acquisition of a diploma which opens the way to positions in agriculture establishments in the Netherlands East and West Indies. The curriculum includes besides the above mentioned subjects: Malay, Javanese and Sundanese, Ethnology of Netherlands India, knowledge of the technique and administration of tropical plantations, Hygiene and First Aid.

C. *Government Dairy School at Bolsward*

Three years secondary education and the age of 18 are the requirements before admission. The training of capable managers and assistants of dairies is the aim. The curriculum is adjusted to this purpose. In addition to the regular school subjects stress is laid on modern language correspondence, dairy technique, bacteriology and the proper feeding and hygienic care of cattle. The full course is two years but shorter courses may be followed for the practice of dairying. A diploma of efficiency crowns the study.

Private schools are: the "G. A. van Swieten Horticulture School" managed by the "Benevolent Society" and courses offered for training of foremen and assistants of the "Netherland Heath Development Company."

Numerous government agricultural and horticultural schools give the farmers and gardeners an opportunity to increase their knowledge of methods and newer techniques in the winter season.

IV. HIGHER EDUCATION

The Colleges and Universities are:

A. *State Universities:*

At Leiden, Utrecht and Groningen; the Agricultural College at Wageningen and the Technical College at Delft.

- B. The Municipal University at Amsterdam
- C. The Netherland Economic College at Rotterdam
- D. The Free (Calvinist) University at Amsterdam
- E. The Catholic University at Nymegen
- F. The Catholic Economic College at Tilburg
- G. The Academy for Physical Culture at Amsterdam

The State and Municipal Universities have as a rule five departments; Amsterdam has added an economic department and Utrecht has a veterinary department.

The Governing Body of State universities consists of three or five members, whose duties are circumscribed by law. They are appointed and dismissed by the Queen and receive no salaries. They are assisted by a paid secretary. This board may suspend a professor for not longer than six weeks and must inform the Minister of this act with recommendations as to the future status of the professor.

The Governors must submit yearly to the Minister an extensive report about the University's condition, inclusive of a budget for the following calendar year.

The whole number of ordinary professors form a "Senate." Extraordinary and emeritus professors may attend the Senate in an advisory capacity. The president of the Senate is called

Rector-Magnificus. He is chosen by the Queen from a nominating list of three, which may not include the name of the outgoing Rector-Magnificus, whose term of office is one year. Each Senate member acts as secretary for one year in rotation. Rector-Magnificus and secretary receive an allowance for expenses.

The ordinary professors in each department elect a Chairman and Secretary from their own number every four years (by absolute majority vote; they may not serve two consecutive terms).

The Rector-Magnificus is assisted by four "Assessors," the oldest of whom acts as his substitute. Discipline is maintained by the Rector-Magnificus, who warns or reprimands students. In special cases he and his Assessors may suspend a student for from one to five years.

Professors are appointed and discharged by the Queen. Retirement from active service is compulsory, when a professor has completed his seventieth year. The Senate acts as advisory body but has, in reality, great influence.

At the end of his term the Rector-Magnificus transfers his office to his successor in a public assembly in one of the University halls. On that occasion, he delivers an oration, which in many instances has become an academic document of renown.

The inaugural and valedictory orations of professors are heard in dignified solemn conclave by professors, students and public.

Studies and Examinations

The subjects taught in State Universities cover more the range of pure science; the applied sciences are mostly left to the technical colleges. The five departments, in which the University is divided, are: Theology, Law, Medicine, Science, Philosophy and Literature. Nowadays the difference has be-

come largely theoretical as, for instance, law and medicine consist mainly of applied science while the technical universities teach subjects such as pure mathematics.

I. *Theology*: A candidate's examination is preceded by a preliminary test in New Testament, Greek, Patristic Latin, Hebrew and Jewish Antiquities. The candidate's examination comprises: History of Religion, Exegesis, Hebrew and Antique Christian literature and the History of Christianity.

The doctoral examination gives the choice of three groups: literary, historical and philosophical.

II. *Law*: This department has courses for Netherlands and South African jurisprudence leading to the Candidate's examination. Besides the law subjects some additional subject may be chosen from a list of electives including: political history, criminology, economics and statistics.

The Doctoral examination, which gives the title "Master of Law," requires a specialized study of the main subjects of Dutch law with one elective from a large group of legal, sociological and economic subjects.

III. *Medicine*: Three examinations give the right to practice medicine:

1. *Candidate's* First part: Physics, Chemistry and Biology; Second part: Physiology and General Pathology.
2. *Doctoral* First part: Pathological anatomy, Hygiene, Pharmaceutics; Second part: Special Pathology and Therapeutics, Psychopathology, General Medicinal Practice and Gynaecology.
3. *Physicians*: Special Pathology and Therapeutics, Child Therapeutics, Psychiatry, Pharmaceutics, Surgery and Gynaecology. This examination is divided in a medical, surgical and gynaecological part. Previous to submitting to each of these parts, a period of practice is required.

IV. *Science*: Subjects of instruction and examination are:

Mathematics, Physics, Chemistry, Theoretical Mechanics, Geology, Minerology, Astronomy, Botany and Zoology. Several combinations of subjects related to each other may be chosen. A Candidate's in general, and a Doctoral in more specialized subjects, must be passed. Practical work is done in magnificently equipped laboratories of which internationally famous are: the low temperature laboratory in Leiden, founded by Kamerlingh Onnes, and the Astronomical Laboratory, founded by Kapteyn, in Groningen. There are also numerous other famous research institutions.

V. Philosophy and Literature

Languages and Literature are taught in the following groups: Classical, Netherland, Romanic, Germanic, Slavic, Semitic, Indo-Iranian, Indonesian and Chinese-Japanese. The historical group comprises: Netherlands and General History, Economics, Civics, History of Art and Archaeology. The philosophical group has as its major studies: Theory of Knowledge, Metaphysics and Systematic Philosophy. Psychology and Paedagogy may be chosen as majors but never without some of the others.

VI. Studies in the Departments of Law, Philosophy and Literature lead to special examinations in Netherland-Indonesian Jurisprudence and Indonesian Languages, Literature and Ethnology. These studies prepare for government positions in the Netherlands East Indies.

VII. Studies in the Departments of Science and Philosophy and Literature culminate in examinations in Physical and Social Geography. In the Universities of Amsterdam and Utrecht special attention is paid to Geography: In Utrecht a "Geographical Institute" lays special stress on Physical Geography and Cartography, in Amsterdam a "Geographical Seminar" exists.

In all universities and colleges a doctor's degree can only be

acquired after presentation of a thesis and defense of a number of propositions which are added to the thesis.

The Technical College at Delft has five departments: (1) General Science, (2) Road and Hydraulic Engineering, (3) Civil Engineering, (4) Mechanical and electro-technical engineering and Shipbuilding, (5) Chemical Technology and Mining.

The subjects taught are: pure and applied mathematics; pure and applied mechanics; pure and applied physics; physical, inorganic and organic chemistry and their application and analytical chemistry; theoretical and experiment hydraulics; hydraulic engineering; the construction and maintenance of roads and bridges; architecture; mechanical engineering; shipbuilding; electro-technique; technical hygiene; pure and applied microbiology; microscopic anatomy; mineralogy and geology; mining and metallurgy; surveying and geodesy; verification of weight and measures; testing of building materials; mechanical drawing, hand drawing and modelling; decorative art; history of art; economics; constitutional administrative and commercial law; industrial management and accountancy; geography; general, Dutch and cultural history; first aid.

Diplomas are granted for: Civil Engineer, Architect, Mechanical, Shipbuilding, Electro-Technical, Chemical, Mine and Physics Engineer.

The Netherland Economic College of Rotterdam

The Netherland Economic College at Rotterdam gives instruction in the general economic sciences, accountancy and also training for the consular service. Graduates prepare for positions in business, chambers of commerce, trade unions, journalism and foreign service. No one is allowed to take examinations who does not possess a diploma of some secondary school of at least a five years' course. Candidates and Doctoral

examinations, followed by the writing of a thesis entitles to the degree of "Doctor in the Economic Sciences."

The Free University at Amsterdam

The Free University at Amsterdam opened on October 20, 1880, takes as a basis, the doctrines of Calvin as laid down by the National Synod of 1618. It is governed by a private corporation whose by-laws forbid the acceptance of any donations, given on conditions, contrary to these principles. It has the same rights as State Universities as to validity of degrees and teaching privileges, is organized on the same lines and serves as academic training for Christian Reformed ministers, while it also has most other departments.

The Roman Catholic University at Nymegen has three departments: theology, literature and philosophy and law. Its rights are equivalent to any university, since October 9, 1923.

The Catholic Economic College at Tilburg

The Catholic Economic College at Tilburg announces as its aim: "to give, in the spirit of the Roman Catholic Church, a thorough training in the commercial and allied subjects." It maintains an "Economic Technological Institute" for research and experimentation.

The Academy for Physical Culture at Amsterdam prepares both sexes for the diploma of "Instructor in Physical Culture." Those admitted possess a secondary school certificate. The course is for three years and may be followed by two years advanced studies. The subjects taught are: Physilogy; Physics; Chemistry, Biology; Anatomy; Philosophy, Psychology; Sociology; Pedagogy; History of Culture; Theory and Practice of Calisthenics; Athletics; Games; Swimming; Rowing; Marching; Winter Sports; and the Dance. A two-year course for Swedish gymnastics and massage and a one-year course, especially for girls, is added.

The Agricultural College at Wageningen was before March 9, 1918, the "Government's College for Agriculture, Horticulture and Forestry." The organization is approximately the same as for other State Universities. Diplomas are obtained after three examinations, preliminary, candidate and engineer, for each of the following degrees:

1. Agricultural Engineer for the temperate zone, especially the Netherlands.
2. Agricultural Engineer for the tropical zone, especially the Netherlands Indies.
3. Horticultural Engineer.
4. Engineer of Forestry, for the temperate zone, especially the Netherlands.
5. Engineer of Forestry, for the tropical zone, especially the Netherlands Indies.

To be admitted to the engineer's examination a certain length of time must be spent in acquiring practical experience.

Admitted to this University are graduates of secondary schools or the agricultural school at Groningen.

Continued study may lead to the degree of Doctor of Agriculture, after the writing of a thesis.

The subjects taught are: mathematics, mechanics, meteorology, chemistry, mineralogy, geology, botany, zoology, microbiology, law, civics, agriculture, cattle-raising, dairying, horticulture, forestry, phytopathology, hygiene and pathology of domestic animals, technology, tropical agriculture, architecture of lands and forests, surveying and levelling, horti-architecture, agronomics and history of agriculture, horticulture and forestry, commercial sciences, Indonesian geography and ethnology, Indonesian languages, cultural history, paedagogy and methology of agricultural education, hygiene of man and first aid, hand drawing.

There also exists, since 1870, in Amsterdam an "*Academy of*

Fine Arts," a government institution which develops artistic talents to higher proficiency. The subjects taught are: drawing of the human figure (antique and modern), sculpture, engraving, aesthetics, history of art, human anatomy in relation to art, the science of perspective.

Every year a competition is held in the various arts and a gold and silver medal are awarded. A scholarship of four years may be given to students who give exceptional promise.

This Academy may be classified under "Higher Education." Its teaching staff are called "professors."

Student Life

The student is free to attend lectures given by the professors, or to stay away. Few professors hold roll calls. Quizzes are held regularly and a preliminary examination called "tentamen" is required before appearing for the final examination which is public. Examinations are severe. The first examination, "the Candidate's," may be preceded by a preliminary test, called "propaedeutic." Two or three years later, "the Doctoral" may be passed. A Doctor's degree is obtained after the writing of a thesis and the public defense of certain propositions, printed in the thesis. This thesis must contain a genuine addition to existing knowledge and the prospective doctor must prove his ability to work independently.

Extra mural activities do not come under the supervision of University authorities. The most important student body is the "Student Corps." Other student clubs are found which are less expensive and require less of the student's time for social activities. As a member of the "Corps" a freshman has to undergo the ordeal of "groenloopen" (to walk as a green-horn). He has to submit to all kind of trials and to perform a number of tasks. In earlier days this led sometimes to violence and often to personal injury, but measures were taken long ago to abate rough practices.

The social life of a university in Holland does not center around the "campus" but around the "corps." The Dutch corps is the institution which forms the character of the students and which gives them a spirit of fair play. Duelling is not—and never was—a feature of Dutch university life. The corps was relatively expensive but did not aim to exclude proper students. It was more that the corps life covered many activities which required expenses as all types of sport, dramatics and the famous pageants which were held on the occasion of the "Iustra." The other student associations never attained the prominence of the corps which represented student life to the outside world.

Although Dutch students are far from being teetotalers there are no prescribed rules of drinking as in Germany and no obligation to drink. The corps firmly uphold Dutch traditions which are hard to describe as they are not strict rules, but more a knowledge of what is fair and proper.

The University varsities are also big occasions in Dutch student life while annual competitions are held in all type of sports. Debating, literary work and music are other activities which are prominent.

Politics are the private affairs of the students. Meetings may be held of the most conservative or most radical color, but never in University halls. To forbid Dutch students to listen to *any* speaker would be laughed at and increase that speaker's audience.

Dormitories are not maintained by the universities. Every student rents his own room, goes and comes as he pleases and is considered as being quite of age. Land ladies advertise vacancies in Latin: "Cubicula locanda" is found on neat little placards before the windows in University towns.

The opportunities "to work one's way through college" are limited. Many students commute. As attendance is *not* compulsory, it is theoretically possible to pass examinations without

having attended a single lecture, but very few students attempt it and lately it has been made more and more difficult.

Students come in contact with the police more than ordinary citizens but as they are in a somewhat privileged category, they escape punishment more often than ordinary citizens.

V. VOCATIONAL EDUCATION

A distinction is made between instruction in schools and practical instruction as apprentice in the workshop. All school instruction is elementary or secondary. There are schools managed by the State or by the Municipality or in joint administration. Private schools are maintained by corporations.

Elementary education is given in (1) schools for handicrafts, (2) for industrial and fine arts, (3) for fisheries and inland shipping, (4) for domestic service, agriculture, women's trades and social service, and (5) for special purposes.

Secondary education is given in (1) technical and industrial schools, (2) for industrial arts and artistic handicraft, (3) Mining schools, (5) Navigation and Marine engineering schools, (5) for domestic service, agronomics, women's trades and social workers, (6) training schools for vocational instructors, and (7) for special purposes. Instruction is given in day and night schools.

Curricula and lesson schedules are prescribed by the Minister of Education for public as well as private schools. Time must be given to all pupils for religious instruction and physical culture.

The Teaching Staff of a vocational school are the "Director" and "Instructors" who submit to severe examinations, theoretical and practical, before obtaining diplomas for:

- (1) physics and mechanics
- (2) knowledge of materials, mechanical technology, machine construction and mechanical drawing
- (3) hand and decorative drawing and modelling
- (4) theory and practice of handicraft and industry

- (5) mathematics, nautical science and radio technique
- (6) domestic science, agronomics
- (7) plain and fancy needlework

Apprentice training may be undertaken by corporations or municipalities which are interested in practical vocational education. Work contracts may be closed between an employer and the guardians of an apprentice under their auspices. Such municipalities and corporations receive a subsidy from the State out of which the cost of training of the apprentice must be met. The shop of the employer must be situated near a school where the apprentice can receive *theoretical* instruction and his business must be large enough to offer the apprentice the opportunity to learn his trade thoroughly. The apprentice may live with the employer in which case the latter must care for the physical and moral welfare of his ward. Subsidies are granted by the State for such maintenance.

Apprentices pay a fee if his guardians are financially able. He receives a testimonial from his boss when his training period is finished.

"*Controllers*" watch over the proper execution of the work contract and its legal requirements.

Supervision is exercised by an Inspector-General, Inspectors and their assistants. For the female branches of this instruction, women are appointed as "inspectrices."

Commercial day and night schools have rapidly increased. Since 1923 many such schools have been transformed into High Schools—type A. The course is 3, 4 and 5 years. The subjects taught are: modern languages, commercial correspondence, arithmetic and law, economics, economic history, and geography; theory of trade, bookkeeping and commodities, history, geography and civics, mathematics, chemistry and nature study, drawing and calisthenics.

Navigation schools have a two-year course, equivalent to a three-year High School, two years of special nautical instruction follows, after which the students spend two years at sea. He returns to school to complete the study for his third mate's certificate and repeats this for the higher class.

Fishery schools give instruction in the rudiments of nautical science but focus their attention on practical training and seamanship and the care of nets and the inherited Dutch lore of North Sea and ocean fishing. There were five such schools in 1940.

Marine engineers' schools are maintained by municipalities while some navigation schools have organized special courses. In 1940 there were 17 schools and courses, two of which were attached to Fishery schools.

Inland shipping schools are giving instruction to the children and crews of the canal boats. This form of teaching is standardized and synchronized over the whole country and is to a large extent individual. A child may leave the class on Monday in Rotterdam and may arrive Tuesday in nearby Dordrecht. He continues his studies in the latter city in the same class and in the same subjects where he left off. Wives follow domestic courses and even old skippers polish up their three R's. This unique schooling is given by municipalities and a private foundation, subsidized by municipalities and the State.

Training of Sailors is given aboard two training ships and aims at the forming of able seamen for the mercantile marine, fisheries and yachting.

Special Technical Education is given in the following schools:

Higher Textile School at Enschede
Textile School at Tilburg
School of Mines at Heerlen

Electro Technical School at Amsterdam
School for the Sugar Industry at Amsterdam
Radio Schools at Amsterdam and Rotterdam
National Aviation Schools in Amsterdam and Rotterdam
Government School for Ceramic Workers at Gouda
Government School for Tanners and Shoemakers at Waalroijk
Government School for Cane Weaving at Noordwolde
School for Gold and Silversmiths at Schoonhoven
School for Precision Instrument Makers at Leiden
Schools for Tailors at Amsterdam, The Hague and Utrecht
School for Shoemakers at The Hague
School for Bakers and Millers at Wageningen
Hotel School at Scheveningen
Butchers' School at Utrecht
Schools for Printers and Graphic Arts at Utrecht and Amsterdam

Philips' Industrial Schools at Eindhoven

A "*Police School*" is found in Hilversum where modern methods of crime detection as well as theoretical criminology appear on the list of subjects taught.

Music Schools are:

The Music Lyceum at Amsterdam, Conservatories at Rotterdam, Utrecht and Tilburg and the Royal Conservatory at The Hague.

Dramatic, Art and Stage Technique is taught at Amsterdam to a group of carefully selected students.

Schools for Social Workers, training also youth leaders and game supervisors are found in Amsterdam, one with no religious label and one for Protestants. A similar school for Roman Catholics has been opened at Sittard (Limburg).

The Colonial Domestic School at The Hague prepares the

young women and girls for their tasks beside their future husbands in the tropical Netherlands. The young bride receives useful information before embarking for the emerald isles under the equator.

Courses for the Unemployed on all levels of education have been organized since 1931. Work camps under Government supervision are found in every province.

VI. SPECIAL METHOD SCHOOLS

Montessori Schools were opened under the influence of the "Netherlands Montessori Association," which publishes a periodical: "Montessori Education." From January to June 1938, Dr. Maria Montessori held a training course for teachers in Amsterdam. Complaints about lack of sufficient methodical knowledge by many of the teaching staff, resulted in special classes. The method has had less favorable results in higher elementary schools.

Dalton Schools have been introduced after a report made by the "Society of General Welfare" in 1924, about the results of the English Dalton schools. Larger schools have found application of the method especially favorable. Many schools set the smartest of the pupils aside for individual tasks, continuing class instruction for the less brighter ones.

Decroly Method Schools strive to reform reading and writing radically through application of the total psychology methods and bases all instruction of arithmetic on measuring and weighing. Dutch schools are introducing this method hesitatingly as the acquisition of factual knowledge is still the ideal of conservative Dutch paedagogues.

Kohnstamm Method Schools follow the lead of Ph. A. Kohnstamm, Professor of Pedagogy at Amsterdam. He organized in 1918 a pedagogical seminar under the auspices of the "Society for General Welfare." He teaches the personalistic psychology of W. Stern. The impetus given by this seminar is felt in teachers' circles but has not yet reached into the realm of practical instruction.

Experimental Schools where the newer methods are tested, have not found a welcome reception. Individual teachers, en-

couraged by a few Inspectors, have applied Dalton, Decroly and Kohnstamm methods to certain grades and are allowed greater latitude in methodology.

Open Air Schools are of two types: those which teach exclusively children, whose health is fragile and need light and air and more food and those which carry on instruction in nature's strengthening environment, obedient to principle. Classes are held by fair weather in the dunes or woods where pine trees abound. Admittance is on physician's advice. The average number of hours spent in the open is 60%. Not low temperature but fog and rain drives the school indoors. Breakfast, luncheon and dinner and plenty of milk are served. Diet experts are in attendance. After luncheon a rest hour is taken in "light halls" where absolute silence is enforced and relaxing is taught as a fine art.

VII. ADULT EDUCATION

The Evening School for Adult Education at Amsterdam has existed since 1871, and is managed privately, but subsidized by the municipality. From September to February inclusive, classes are held in the three R's and Dutch.

Peoples Universities have no connection with universities and high schools and promote scientific and general intellectual development, regardless of political or religious views. Only a small percentage of the working class is attracted to this form of education. The Roman Catholics have organized their own institutions.

Peoples Houses have been built since the beginning of this century and are carrying on work comparable to Town Hall Meetings: lectures, debates, concerts, scientific demonstrations and educational motion pictures form the program. The original purpose was described as "raising the level of knowledge, culture and happiness among the laboring classes." The appeal has been widened both as to supporters and as to range of activities.

Peoples High Schools, so widespread in Denmark, have found feeble support in the Netherlands. Young people foremost, but also grown ups unite in working communities and discuss vital problems of life.

STATISTICAL TABLES

NUMBER OF PUPILS

ELEMENTARY EDUCATION

Year	Public	Private			Total	Grand Total
		Protestant	Catholic	Others		
1930	446,397	295,507	422,833	17,791	736,131	1,182,528
1935	378,920	293,367	451,788	17,901	763,056	1,141,976
1936	371,457	295,934	457,273	18,585	771,792	1,143,249
1937	364,766	296,578	464,085	18,685	779,348	1,144,114
1938	357,126	297,343	469,177	18,930	785,450	1,142,576
1939	352,463	298,564	474,053	19,308	791,925	1,144,388

HIGHER ELEMENTARY EDUCATION

1930	27,127	15,596	16,428	2,033	34,057	61,184
1935	38,401	23,914	25,697	2,321	51,932	90,333
1936	39,557	24,944	26,839	2,323	54,106	93,663
1937	39,673	26,153	28,351	2,443	56,947	96,620
1938	39,483	27,422	30,136	2,541	60,099	99,582
1939	38,519	27,737	31,137	2,356	61,230	99,749

SECONDARY EDUCATION

Year	Gymnasias	Lyceas	High Schools
1920	5,178	1,396	22,058
1925	6,670	7,342	25,057
1930	7,833	8,481	23,605
1935	9,233	12,006	28,700
1937	9,221	14,516	30,747
1938	9,191	15,158	31,660
1939	9,155	15,702	32,385

SECONDARY EDUCATION

COMMERCIAL

Year	Day Schools	Night Schools
1920	3,971	14,787
1925	3,100	13,966
1930	3,007	13,902
1935	3,109	15,736
1937	2,325	19,153
1938	2,343	20,545
1939	2,405	19,476

HIGHER EDUCATION

Year	Number of Students
1930	9,465
1931	9,888
1932	10,462
1933	10,681
1934	10,097
1935	9,714
1936	9,489
1937	9,470
1938	9,393

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ORGANIZATION

The organization of the work is as follows:

1. The first part of the work is devoted to a general survey of the subject.
2. The second part is devoted to a detailed study of the various aspects of the subject.
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